

Lockport City School District
Grade 2 Rubric for Informational Writing: Projects for Units 1-4

Directions:

Writers will research a variety of texts about a selected topic. They will use what is learned about their topic to write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Successful writers will demonstrate the ability to:

- Maximize each step of the research process, with assistance from teachers and peers
- Construct quality questions that will guide their research.
- Make meaningful notes
- Introduce and maintain their focus on one topic
- Use facts and definitions to develop points
- Provide a concluding statement or section
- Use linking words (because and also)
- Answer questions such as who, what, where, when, why, and how

NAME: _____ GRADE: _____ SCHOOL: _____

| IDEAS | WRITER'S VOICE | ORGANIZATION |
|---|---|---|
| <p>EXPERIENCED _____</p> <p>My work has one topic.</p> <p>I share many facts about this topic.</p> <p>My facts tell who, what, when, where, why, and how.</p> | <p>EXPERIENCED _____</p> <p>I sound like an expert on my topic because I use many facts.</p> | <p>EXPERIENCED _____</p> <p>I have a clear beginning, middle, and end.</p> <p>I group all of my details together well.</p> <p>I use the words <i>because</i> and <i>also</i> to link my details together throughout my writing.</p> |
| <p>DEVELOPING _____</p> <p>My writing has more than one topic.</p> <p>I share some facts about at least one of those topics.</p> <p>My facts tell who, what, when, where, why, or how.</p> | <p>DEVELOPING _____</p> <p>I share some important facts about my topic, and I almost sound like an expert.</p> | <p>DEVELOPING _____</p> <p>I have a clear beginning, middle, and end.</p> <p>I group most of my details together well.</p> <p>I attempt to link my details together at least once, using the words <i>because</i> and <i>also</i>.</p> |
| <p>BEGINNING _____</p> <p>I am not sure what my topic is yet.</p> <p>I still need to find more facts for my writing.</p> | <p>BEGINNING _____</p> <p>I don't know enough about my topic yet to sound like an expert.</p> | <p>BEGINNING _____</p> <p>I need to create a beginning, middle, and end for my writing.</p> <p>My details are jumbled together.</p> <p>I haven't grouped my details or linked them together yet.</p> |

| WORD CHOICE | SENTENCE FLUENCY | CONVENTIONS |
|--|---|---|
| EXPERIENCED _____ I use interesting words that are just right. | EXPERIENCED _____ My writing is meant to be read aloud. It sounds wonderful! | EXPERIENCED _____ My writing is nearly free of all spelling and punctuation mistakes. |
| DEVELOPING _____ I use most of my words correctly. | DEVELOPING _____ My writing is easy to understand when it is read aloud. It is clear. | DEVELOPING _____ My writing includes some spelling and punctuation mistakes. They don't make it hard for my reader to understand what I am trying to say, though. |
| BEGINNING _____ I have a hard time using my words correctly. | BEGINNING _____ My writing is hard to understand when it is read aloud. | BEGINNING _____ My spelling and punctuation mistakes make it difficult for my reader to understand my writing. |

Writing Process

EXPERIENCED____

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

--I make corrections in conventions.

--I look for ways to share my work with others.

DEVELOPING____

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I'm working.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--I share my work when my teacher tells me to.

BEGINNING____

--My writing is usually based upon the first idea that comes to mind.
--I'm not sure how to make changes to my writing yet.

--My final copy is nearly identical to my rough draft.

--I don't share my work with other people.

| | EXPERIENCED____ | DEVELOPING____ | BEGINNING____ |
|-------------------------------|---|---|--|
| Technology Integration | --I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher. | --My teacher helps me select and use technology tools that connect with my purposes. | --I use the single technology tool suggested to me by my teacher. |
| | --I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience. | --I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise | --I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper. |
| | --I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better. | --I use selected technology tools to share my work with an audience. | --I am learning how I can share my work with an audience using technology tools. |